

**AN ANALYSIS OF STUDENTS' ERROR USING ENGLISH DERIVATION IN A
WRITING TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE
OF SMAN 1 SUKOHARJO PRINGSEWU LAMPUNG**

An Undergraduate Thesis Proposal

Submitted as a Partial Fulfillment of the Requirements for Seminar Proposal



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**AN ANALYSIS OF STUDENTS' ERROR IN USING ENGLISH
DERIVATION AT THE FIRST SEMESTER OF THE ELEVENTH GRADE
OF SMAN 1 SUKOHARJO PRINGSEWU LAMPUNG IN ACADEMIC
YEAR 2020/2021**

ABSTRACT

The objective of this research was finding out the students' error in using English derivation in explanation text and to find out how many percentage of English derivation error made by students in writing explanation text of the eleventh grade of SMA Negeri 1 Sukoharjo Pringsewu in 2020/2021. Derivation is one of study that includes in morphology. This is the study to understand the formation of word and how to understand the meaning that might changing. Error is an uncomplete understanding of material.

The researcher used descriptive qualitative research to analyze the data in this research. The sample of research was the students at the eleventh grade, especially at the XI IIS 1. The researcher took the data of research by asking students to write the explanation text, then analyzing the students' arrangement which focused on the use of English derivation, after that classifying the derivation words whether it changed from noun to noun, noun to adjective, etc. In the end, the researcher concluded the findings of research and wrote the percentage of error made by the students.

The result of research showed that there were 11 from 25 students at the eleventh grade of SMAN 1 Sukoharjo Pringsewu Lampung who were having error in using English Derivation in writing explanation text. The researcher listed the kind of error that made by the students were noun to adjective (2), verb to adjective (3), noun to noun (1), noun to verb (1), verb to noun (2), and verb to verb (2). Therefore, the percentage of derivation error made by the students in their writing explanation text was 44% or 11 from 25 students. From this result, it can be concluded that the students were good in using English derivation because most of them were write and use the English derivation correctly.

Keywords: *English Derivation, Descriptive Qualitative Research, Writing Skill, Explanation Text.*



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, with every difficulty There is relief.” (Q.S. Al Insyirah : 6)¹

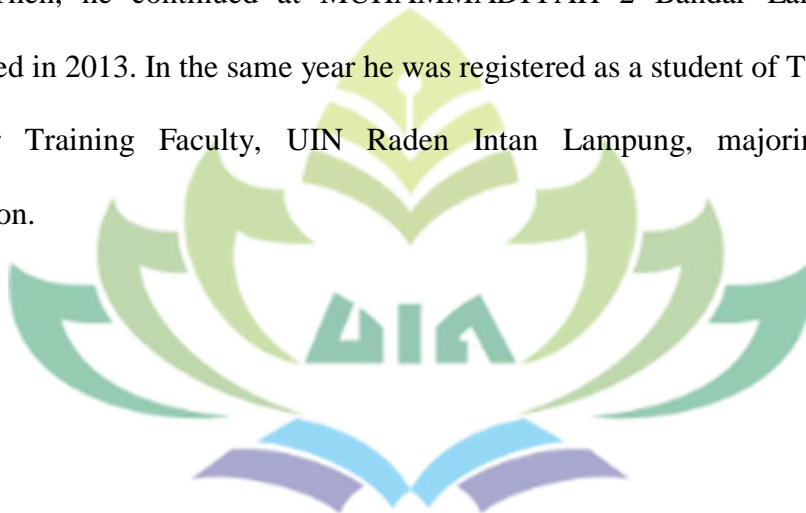


¹ Abdullah Yusuf Ali, *The Holly Qur'an*, (King Fahd Holly Qur'an Printing Complex, 1987), p.595

CURRICULUM VITAE

The name of the researcher is Rizki Erwan Sandika. He was born in Pringsewu on september 4th, 1995. He is the first child from Mr. Ikhwanyah and Ms. Erlidawati. He has three younger and sister.

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Bandar Lampung, Desember 2020
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the important skills in learning English. The students need to master this skill because it can be used to express our feelings, thoughts, ideas, experiences and etc. Brown stated that writing defines as is a transaction with words where someone is free to present, think, feel and perceive.² It means that writing is a transaction of what writer's thinking and feeling, then it will be present into written language.

Writing is one of the ways to express the ideas besides speaking. By using this skill the students can express their ideas or feelings in writing composition such as story, note, letter and etc. To write good composition, students need to learn more about grammar. Grammar is process for making a speaker's or writer's meaning clear when contextual information is lacking.³ It means that to make good composition both delivers orally or written, the students need to know grammatical knowledge.

In some cases, the students get difficulties in making good sentences. Some grammatical errors are still found. It is because they are not mastering grammar. Grammar is important component to manage

²Brown H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York: Person Education.Inc, 2001), p.337

³Thornbury, *How to Teach Grammar*, (England: Longman, 2005),p.4

disordered sentence to be good sentence and clear. So, there will be no misunderstanding in comprehending sentences. Brown stated that grammar tells learners how to construct a sentence (word order, verbal noun, system, modifier, phrases, clause, etc) and discourse rules tells them how to string those sentences together.⁴ It is clear that grammar knowledge helps learners to make good sentence and to combine each word to become grammatical.

In line to above explanation, Larsen and Freeman stated that grammar has to do with word order within sentences and structures, such as word endings or morphology.⁵ It means that to form correct sentence, learners have to follow grammar rules. It consists of some structures such as the study of morphology, tenses, etc, which is used to teach about how to construct correct sentence.

The area of grammar is wide, it consists of some rules and some types. One of them is about learning morphology, especially derivational sentence. Derivation is the process of creating a new word which usually by adding prefix (beginning) or a suffix (ending).⁶ It means that derivation involves in grammar lesson. It is about learning to create new word in order to make new meaning by an addition in the beginning of root word or can be at the end of root word.

⁴Brown H Douglas, *Op, Cit*, p.362

⁵Larsen and Freeman, *Teaching Language From Grammar to Grammar*, (Boston: Heinle, 2003), p.12

⁶Crystal David, *How Language Works*, (London: Overlook Press, 2005), p.24

The problems in writing correct sentence are also identified at the eleventh grade of SMAN 1 Sukoharjo Pringsewu Lampung. The researcher conducted preliminary research and he found some problems that the students had difficulties in writing, especially to combine each word to become grammatical sentence. There were many students who still hard to change the word in order to change the meaning. In writing, it is called as English derivation subject. The preliminary research was conducted by interviewing the English teacher of eleventh grade, the teacher said that most of students have difficulties to understand derivation such as to derive one word to another. The students often make an error in using English derivation.

The researcher took a sample of students' error in using English derivation, especially in writing explanation text. It was got from some students at the eleventh grade of SMAN 1 Sukoharjo Pringsewu. Below the example of students' error in using English derivation:

1. Tsunami can occur if there is a phenomenon which causes the unplacement of large amounts of water in the ocean.

Based on this example, the researcher identified that there was an error in using English derivation. The student wrote "unplacement", it was error because the derived word should be "displacement". The student was getting error in adding prefix at the beginning of word "placement", because it should be *-dis* rather than *-un*.

Another example is as follows:

2. It is absorb by the ground surface and flows to the lower place.

Based on above example, it can be seen that the root was “absorb”. The students wrote passive sentence, so that the root word should be added by *-ed* in order to change meaning. The word “absorb” means a verb, and it uses as positive sentence. There was missing additional of suffix. Therefore the meaning should be “diserap oleh.. (absorbed by..)” not “menyerap oleh.. (absorb by..)”.

The students’ difficulties to make grammatical sentence in writing can be caused by some factors, one of them is the lack of knowledge in English derivation. Derivation is one of study that includes in morphology. The study to understand the formation of word and how to understand the meaning that might changing is called morphology.

Morphology is the study of the forms of words and the ways in which words are related to other words of the same language.⁷ Morphology is divided into morphemes. Morpheme is the smallest meaningful unit of morphology that consists of two types; free morpheme and bound morpheme. Free morpheme is when a word can stand alone with its meaning while bound morpheme will be meaningless without root morpheme and cannot stand alone.⁸ This research deals and discusses about bound morpheme which specifies on derivational morpheme.

⁷Anderson, S.R, *Morphology*, (Cambridge: Cambridge University Press, 1992),p.21

⁸Laurie Bauer, Rochelle Lieber, and Ingo Plag, *The Oxford Reference Guide to English Morphology*, (Oxford: Oxford University Press, 2013),p.17

Bound morpheme divided into two, derivational and inflectional morpheme. Derivational is the principle governing the construction of new words, without reference to the specific grammatical role of a word might play in a sentence.⁹ It means that derivation is the process of how the words could be formed into new words which is also can change the meaning.

Talking about derivational morpheme, there are prefix and suffix. Willey states that prefix is a group of words that added in the beginning to form new words, while suffix is added in the ending or in other words prefix is a word beginning and suffix is a word ending.¹⁰ It means that English derivation is about how to form new word that form new meaning by adding prefix and suffix. Prefix is added in the beginning and suffix is added in the ending.

The example of derivation such as a word *disconnect*. This is the combination of word *dis* and *connect* which means not connected. It is called as prefix because there is an adding word in the beginning. The example of derivation that is added in the ending is *kindness*. The element of *-ness* is a suffix which is form new meaning in Bahasa kindness is “Kebaikan” while kind is “Baik”.¹¹ The other examples of derivation word are unkind which means not kind, unhappy which means not happy,

⁹Crystal David, *Op,Cit*, p.24

¹⁰Willey, *Prefix and Suffix Definition*, (Amsterdam: Benyamin Publishing Company, 2006),p.103

¹¹Online Source a Journal of AHRC and EPSRC, Available online www.englishcious.org/lesson/word-structure/word-structure-derivation, 2012,p. 19, Retrieved on October 12 2020 at 5:12 am

headache which means someone's head is getting ache, etc. The derivation seems simple to be learned and understood, but there are still an error to understand the meaning of word that had been modified by prefix and suffix in derivational morpheme.

Realizing the fact mentioned, the researcher is interested to analyze the students' error in using English the derivation in writing. Error analysis is the study of errors made by the second foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning.¹² Error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language.¹³ So that the researcher will analyze the students' error in using English derivation.

The analysis of English derivation had been conducted by some researcher. It is necessary to know about the use of derivation in order to improve the knowledge about words construction. The first study was conducted by Triani entitled "An Analysis of Derivational Process of English Nouns Found in the *Hello Magazine* Article".¹⁴ This study was

¹²Richards, J.C, *Errors Analysis: Persepectives on Second Language Acquisition*, (London: Longman, 1974) p. 5

¹³Muhassin, M. (2019). STUDENTS GRAMMATICAL ERROR IN USING SIMPLE PRESENT TENSE. *English Education: Jurnal Tadris Bahasa Inggris*, 12(2), 1-24.

¹⁴ Triani, F, *An Analysis of Derivational Process of English Nouns Found in the Hello Magazine Article*, A Research Paper of Students from School of Teacher Training and Education Muhammadiyah University of Surakarta, 2009.

aimed at finding the lexical categories in derivational process of nouns found in Hello Magazine article.

The second study was conducted by Halawa entitled “An Analysis of Derivational and Inflectional English Morpheme”.¹⁵ This study analyzed about kind and function of derivational and inflectional morpheme found in Jakarta post article. The third study was conducted by Salsabila entitled “An Error Analysis on the Use of Derivation at English Education Department of Muhammadiyah University Yogyakarta”.¹⁶ This study proposed research question on analysis error that commonly made by students in using derivation and to reveal what kind of derivation error that mostly committed by students. The fourth study was conducted by Nashihatur entitled “Analysis of Derivation in the Novel *Every Silence has a Story* by Zarra Zettira (English Prefix and Suffix)”.¹⁷ The conclusion of this study were; the novel has quantified prefix, negotiation prefix, nominal suffix, verbal suffix, adjectival suffix, and adverbial suffix. The mostly affix that was found in the novel was negotiation prefix and nominal suffix.

¹⁵ Halawa, A, *An Analysis of Derivational and Inflectional English Morpheme*, Official Journal of Langue and Parole, Published 2019, Volume.1 Number.1 ISSN 2581-0804.

¹⁶ Salsabila, F, *An Error Analysis on the Use of Derivation at English Education Department of Muhammadiyah University Yogyakarta*, A Students’ Paper from English Education Department Language and Education Faculty at Muhammadiyah University of Yogyakarta, 2016.

¹⁷ Nashihatur, R, *Analysis of Derivation in the Novel Every Silence has a Story by Zarra Zettira (English Prefix and Suffix)*, A Students’ Thesis of English Education Department Tarbiyah Faculty State Islamic College of Ponorogo, 2013.

Based on the previous studies above, it can be seen that there were some researchers who did the research about derivational. It seems that the previous studies were the same as this research but they are getting differences, because this research has a novelty. The first study was discussed about derivational process of English nouns in a magazine. The second study was analyzed about two main things namely derivational and inflectional. The third study proposed about error analysis derivation at higher level that was for Students at University. The last study focused on some kind of derivation and the analysis was on the movie. The novelty of this research is about error analysis of derivation in students' writing ability which is focus on explanation text. It is different with the previous studies since they were not too focus on specific skill and text.

The researcher will analyze the students' error in using English derivation of writing which specify on explanation text. This text had been chosen because it is learned by the students at the eleventh grade and the explanation text consists of new derivational words which is change the meaning of its basic word. It needs to know by the researcher about how well the students could write English derivation in students' writing explanation text.

Therefore this research entitled "An Analysis of Students' Error in Using English Derivation at the First Semester of the Eleventh Grade of SMAN 1 Sukoharjo Pringsewu Lampung in Academic Year 2020/2021".

B. Identification of the Problem

Based on the background of problem, below are the problems that had been identified by the researcher:

1. The students had difficulties to understand English derivation.
2. The students had difficulties to write sentence grammatically, especially to change meaning from one word to another.

C. Limitation of Problem

In this research, the researcher focuses on the analysis of students' error in using English derivation, especially in writing explanation text.

D. Formulation of Problem

Based on the identification and the limitation of the problems, the researcher formulates the problem as follows:

1. Do the students have any error in using English derivation of writing explanation text?
2. How many percentage of English derivation error made by students in writing explanation text?

E. Objectives of Research

The objective of the research are as follows:

1. To analyze whether or not the students have error in using English derivation of writing explanation text.
2. To analyze how many percentage of English derivation error made by students in writing explanation text.

F. Significances of Research

The significances of the research are:

1. Practically
 - a. To encourage the students' motivation in understanding the English derivation deeper.
 - b. To make the students realize that the basic part of being good writer is to build knowledge of word-formation and how to combine each part of word, and then make meaning of it.
2. Theoretically
 - a. The theories that written in this paper could be use as refference for further research.
 - b. The theories about derivational morpheme could be read by the reader or even the further research in order to know how to recognize English derivation.

G. Scope of Research

1. Subject of Research

The subject of this research is the students at the first semester of eleventh grade at SMAN 1 Sukoharjo Pringsewu Lampung.

2. Objects of Research

The objects of the research is the students' ability in using English derivation in their writing.

3. Place of Research

This research will be conducted at SMAN 1Sukoharjo Pringsewu Lampung. It is located at Dadirejo Street, Waringin Sari Barat, Sukoharjo, Pringsewu, Waringinsari Bar, Pringsewu Regency, Lampung Province 35674.

4. Time of Research

The research will be conducted in academic year of 2020/2021.



CHAPTER II THEORETICAL REVIEW

The researcher presents some theories related to the variable of this research. They are: error, error analysis, error classification, error and mistake, writing, teaching and learning writing, component of writing, explanation text, morpheme, derivational morpheme, kind of derivational morpheme.

A. Error

Error is often do by learners due to uncomplete understanding of material. According to Ellis error is familiar for foreign language learner because it is part of learning process.¹⁸ It means that as second or foreign language learners, students often do an error in the process of learning. This is general problem in learning foreign language.

Brown states about the difinition of error that it is a fault in students' performance that indicates an incomplete learning or incorrect system.¹⁹ It means that error is such a misunderstand of material because of incomplete learning or can be incomplete explanation from the teacher. An error must be solved and clarified in order not to be continued. An error does not mean everything goes wrong but it shows that there is incomplete learning or language learning process does not finish yet.

¹⁸ Ellis R, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997),p.28

¹⁹ Brown H Douglas, *Principles of Language Learning and Teaching*, (New York: AddisonWesley Longman, Inc, 2000),p.43

In line to the definition of error, Afthoniyah states that anyone cannot learn language without first systematically committing error.²⁰ In other words, making error is not always wrong way but this is a part of learning process that gives many advantages for the learners. Error is a result from lack of knowledge of the rules of the language.

Error is not the same as mistake. They are getting differences. An error is noticeable deviation from the adult grammar or a native speaker reflecting the inter language competence of the learner, while mistake refers to performance factor such as: memory, limitation, spelling, fatigue and emotional strain.²¹ It means that error is related to the inter language competence while mistake is related to the performance of memory, carelessness, etc.

The following figure is the difference between error and mistake:

Error	Mistake
<ol style="list-style-type: none"> 1. The learners commits an error constantly. 2. The learners cannot correct error they made. 3. The learners have incomplete knowledge and incorrect system. 4. Errors occur just like slip of the 	<ol style="list-style-type: none"> 1. The learners commit a mistake inconsistently means that sometimes they perform correctly and sometimes incorrectly. 2. They will successfully correct an mistake they made. 3. The learners have complete

²⁰ Afthoniyah N, *An Error Analysis of English Morphological Inflection Made by the First Year Students of SMK TASMU Manyar Gresik*, (Surabaya: UIN Sunan Ampel, 2012),p.37

²¹ Jabeen A, *The Role of Error Analysis in Teaching and Learning of Second and Foreign Language*, Education and Linguistic Research, Vol.1 No.2, 2015,p.52-61

tongue.	knowledge and good system. 4. Mistake occurs repeatedly and learners recognize them. ²²
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Figure 1: The Difference between Error and Mistake

Based on the explanation above, it can be concluded that the different between error and mistake is that error is ungrammatical utterance which refers to language competence, and mistake is imperfectness of utterance which refers to language performance. The distinction between performance error (mistake) and competence error (error) is extremely important, but it is difficult to determine the nature of a deviation without carefully analysis. Therefore, error as the deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

B. Error Analysis

Error analysis is the process of identifying or analyzing the error made by learners. Brown states that error analysis is one of the most influential theories of second language acquisition. It focuses on the analysis foreign language learner's error that provides with an understanding of the process of second language acquisition and learners' target language.²³ It means that error analysis is the analysis of an error made by learners in the process of learning.

²² Brown H Douglas, *Op, Cit*, p.50

²³ *Ibid.*

According to Erdogan error analysis is one of the study field in applied linguistic that focuses on the second language learning process and learners' error.²⁴ It means that error analysis is linguistic study that analyze about the process of learning second or foreign language. There must be an error in the learning process, that is why the analysis of an error is needed.

There are some steps in the process of analyzing the learner's error in acquiring language as follows:

1. Identifying error

The researcher identifies error made by learners such as from the sentence "the bloodstain on her dress was very noticed". In this sentence "noticed" is error and it should be changed into "noticeable".

2. Describing error

Error can be described into some grammar categories such as error of preposition, derivation, conjunction, etc.

3. Explaining error

The result of an error that had been identified should be explained. There are two ways in explanation the error, firstly explaining the violated grammatical rules. Secondly, stating the correct form to compare with the wrong form.²⁵

Based on the theories about error analysis, the researcher concludes that error analysis is good and needed to find out the level of language

²⁴ Erdogan V, *Contribution of Error Analysis to Foreign Language Teaching*, Mersin University Journal of the Faculty of Education, Vol.1 No.2, 2005,p.261-270

²⁵ Ellis R, *Op,Cit*,p.30

proficiency. It can be a good technique to know the learners' ability and their progress. Teacher can correct the learners' error, improve the teaching strategy and explaining more and for the learners, they can learn more the target language that they are learning.

C. Error Classification

There are four classification of description taxonomies which concern with errors are divide into four kinds, namely:

1. Linguistic Category

Linguistic category classifies errors according to either or both of the language component or the particular linguistic constituent the error affects.

2. Surface Strategy Taxonomy

Surface Strategy Taxonomy is divided into omission, additions, misformation, and misordering errors.

3. Comparative Taxonomy

Comparative Taxonomy is the classification of errors based on comparisons between the structure error and certain other types of constructions.

4. Communicative Effect Taxonomy

Communicative Effect Taxonomy is the classification of deals with errors from the perspective of their effect on the listener or reader. It

focuses on distinguishing between errors that seem to cause miscommunication and those that don't.²⁶

Based on the theories above, the researcher would like to focus on the surface strategy taxonomy that consists of omission, addition, misinformation and misordering error. This had been chosen because the researcher would like to analyze students' writing composition in using English derivation, so that there must be additional words, misinformation, etc. Below are the description of analysis based on Surface Strategy Taxonomy:

1. Omission Error

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that a sentence which one of its aspect (word) or more is omitted.

Example:

She has two brother (incorrect)

She has two brothers (correct)

From the sentences above, it can be seen that the first sentence omit a word "s" in the word "brother".

2. Addition Error

Addition errors are characterized by the presence of an item, which must not appear in well formed utterance. It means that certain aspect of language rules in added in a correct word order or correct sentence.

²⁶ Dulay, Burt, and Krashen, *Language Two*, (New York: Oxford University Press, 1982),p.146

Example:

There are so many peoples in the world. (incorrect)

There are so many people in the world. (correct)

From the sentences above, it can be seen that the word '*peoples*' must be changed into '*people*', because people is plural form and it does not need "s" to be plural.

3. Misformation Error

Misformation error is characterized by the incorrect form of morpheme or structure. It means that a sentence which one aspect (word) or more is substituted by another.

Example:

The dog eated the chicken. (incorrect)

The dog ate the chicken. (correct)

From the sentences above, it can be seen that word '*eated*' must be changed by '*ate*' because the sentence is past tense.

4. Misordering Error

These errors are characterized by incorrect placement of a morpheme or a group of morpheme of word in utterance. It means that a sentence which has incorrect sentence or the word is not in right order.

Example:

She is a girl beautiful (incorrect)

She is a beautiful girl (correct)²⁷

²⁷ Ibid.

D. Error and Mistake

Making errors is usually happened on students in learning foreign language. It can not be avoided and it always appears in learning process. It is natural because language is very different from one to another in terms of grammar, vocabulary and pronunciation. However, errors give feedback and tell or give information to the language lecturer to improve their technique of learning process and the syllabus used.

Error and mistake are two different words which are actually synonyms of each other. They also mean the same thing, something that is done incorrectly or wrong. There are many definitions about error and mistake, so learners need to know more about them.

Corder said that there are two kinds of error: they are systematic and non systematic errors. The systematic error is called “error”.²⁸ It means that the learners have known the rule in making sentence before, but it is out of the learners’ condition such as: miswriting and fatigue. So, to solve this problem, the students have to always study about English.

Meanwhile, Harmer pointed out that mistake is “slip” (that is mistake that students can correct themselves has been pointed out of them) and “errors” (mistake which they can not correct themselves and which therefore need explanation).²⁹ It means that mistake is mistake is

²⁸ Corder S Pit, *Error Analysis and Inter Language*, (New York: Oxford University Press, 1981), p.24

²⁹ Harmer Jeremy, *The Practice of English Language Teaching*, (New York: Longman, 2001),p.99

something wrong but actually it had been known and learned before and error means something wrong because of lack knowledge.

According to Brown that mistakes are what researchers have referred to as performance errors (the learners know the system but fail to use it) while error are the result of one's systematic competence (the learner's system is incorrect).³⁰ It means that mistake can be defined as something slip even though learners already knew it. In other words, learners are already knew the knowledge but fail to use it.

Based on the theories above, the researcher concludes that one of source of errors is the context of teaching and learning English process, the students should have the ability of structure and language system in order to be clear that errors can be happened in learning a language. The errors will be made by the learners in written and spoken if they have a lack of knowledge about the rule of language.

E. Writing

Writing is a skill which used to communicate indirectly, without face to face interaction because it is used in written form. Nunan defined writing as inventing ideas, thinking about how to express something, and organizing it into paragraphs.³¹ It means that writing is an activity in

³⁰Brown H Douglas, *Principles of Language Learning and Teaching*, (United State of America: Person Longman, 2007), p.258

³¹ Nunan David, *Practical English Language Teaching*, (New York: Mc-Graw-hill, 2003),p.88

founding and organizing the ideas, then expressing it in the words in written form that will be understood by reader.

Brown states that writing is the transaction of self-thinking towards a topic. The writers are free to present, feel and perceive their ideas.³² It means that writing defines as a process started from the writer's mind delivers into written form. The writers could use their own perception in writing as long as it relates to the topic.

Based on the theories of writing above, the researcher takes conclusion that writing is an ability to deliver ideas or opinion in written language. The writers are allowed to choose their own language, idea, opinion, etc as long as it relates to the theme of writing. If the written language is for formal, so the language should be formal.

F. Teaching and Learning Writing

Writing is quite difficult to teach and learn rather than other skills, so that the teacher and students should be cooperative in order to gain the purpose of teaching and learning writing. Hairiston in Gebhard states that a teacher cannot teach students by only looking at what they have written in their task. A good teacher must understand how to teach the process of writing and evaluate the result.³³ It means that due to the difficulties of learning writing, so that the teacher must be extra to teach.

³² Brown H Douglas, *Op, Cit*, p.337

³³ Gebhard Jerry, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, (Ann Arbor: The University of Michigan Press, 2000), p.221

Harmer explains that the students learn writing to help them perform different kind of activity, because in writing there are some processes which teach students to think, elaborate, make, revise, etc. The students must be able to do these activities, so that their writing will be good.³⁴ It means that writing is the form of thinking. However, it is thinking of written communicate on between the writer and reader. The teacher should consider that writing has a high sense with reading. By writing, the students can express their ideas, feeling, and thinking into a piece of paper. It makes them free to think and feel about everything.

Based on theories of teaching and learning writing, the researcher concludes that there is a must for both teacher and students to collaborate and build good relationship in teaching-process in order to gain the goal of learning. If the teacher and students are collaborate well, so that the problems in learning writing could be solved and clarified.

G. Component of Writing

Writing component is what to fulfill the criteria of good writing. In simple words, it is an indicators that must be paid attention by the teacher and students in teaching learning writing. There are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing as follows:

1. Content (the agreement with the title chosen).

³⁴ Harmer Jeremy, *How to Teach Writing*, (New York: Longman, 2004), p.33

2. Organization (paragraph unity, coherence, and cohesion).
3. Vocabulary (the precision of using vocabulary).
4. Language use (tenses and pattern).
5. Mechanics (spelling and punctuation).³⁵

It means that there are 5 components to construct a good writing. Firstly, it is about content. Content means the appropriateness of title with the arrangement. Then, organization means the unity among paragraphs. Vocabulary means the writer must use suitable vocabulary based on the context of writing. After that language use, it is can be called as grammar that the writer must follows some grammatica or tenses rules in making an arrangement. The last is mechanic, it is about spelling, punctuation, etc which must be correct and avoid mistyping.

The theory of writing component is also related to the classification of writing component stated by Heaton³⁶ as follows:

Table 1
Scoring System

Content	30-27	Excellent to very good: knowledgeable, substantive
	26-22	Good to average: some knowledge of subject – adequate range
	21-17	Fair to poor: limited knowledge of subject – little substance
	16-13	Very poor: Does not show knowledge of subject – non substantive

³⁵ Tribble Christopher, *Language Teaching Writing*, (Oxford University Press.1996), p.130

³⁶ Brian Heaton, *Writing English Language Tests*, (London: Longman Group UK Limited, 1988),p.146

Organization	20-18	Excellent to very good: fluent expression – ideas clearly stated
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent – ideas confused or disconnected
	9-7	Very poor: Does not communicate – not organization
Vocabulary	20-18	Excellent to very good: Sophisticated range – effective word/ idiom choice and usage
	17-14	Good to average: Adequate range – occasional errors of word/ idiom form, choice, usage of meaning not obscured
	13-10	Fair to poor: Limited range – frequent errors of word/idiom form, choice, usage
	9-7	Very poor: Essentially translation – little knowledge of English grammar
Language use	25-22	Excellent to very good : effective complex construction
	21-18	Good to average : effective but simple construction
	17-11	Fair to poor : Major problem in simple/complex construction
	10-5	Very poor : Virtually no mastery of sentence construction rules
Mechanics	5	Excellent to very good : Demonstrates mastery of conventions
	4	Good to average : Occasional error of spelling, punctuation
	3	Fair to poor : Frequent errors of spelling, punctuation, capitalization
	2	Very poor : No mastery of conventions –dominated by errors of spelling, punctuation, capitalization, paragraphing

H. Explanation Text

Explanation text is a text that explain why something happens and how its happens. According to Anderson and Anderson, an explanation is

written how and why something in the world happens. It is about actions rather than about things.³⁷ Explanation text plays important role for building and storing our knowledge. It means that explanation text is a text that explain why something happens in the world or in life. There are the explanation started from the how and why its happens.

It is important that students understand that explanation text can be part of larger text. It is quite usual to find explanations within a report to explain some aspects of the information. They are frequently found as an integral part of a procedural text, the procedure explaining to the reader how to do something and the explanation detailing how it works.

1. Structure of explanation text

Explanation text has some following structures:

a. Title

It is about the names of actions to a how and why questions or a problem that is to be answered by the eplanation.

b. General statement introducing or identifying the phenomenon

It is about the paragraph that consists of introducing or identifying the phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

c. Series of sequenced paragraphs

³⁷ Anderson K and Anderson M, *Kind of Text in English*, (Australia: McMillan Education, 2008),p.80-84

It is about developing causal relationship as well as sequential ones. This explains why and how something happens rather than focusing on an object.

d. Concluding paragraph

An optional concluding statement can tie up the explanation.³⁸

2. Language features of explanation text

- 1) Use present tense.
- 2) Use complex noun groups to build detailed description.
- 3) Use abstract noun (heat, earthquake, etc).
- 4) Use pronoun for words already introduced in the text.
- 5) Usually the subject is not human (mountains, rain, etc).
- 6) Use of sentences that have a clear subject and verb agreement.
- 7) Use of action verbs to explain cause (from, started from).
- 8) Use adverbial phrases of time and place to tell where and when actions. occurred, for example: it is found in Indonesia.
- 9) Use of connections to link time sequences in a cause and effect sequence, for example first, then. after, finally, etc.
- 10) Use of passive voice and nominalization to link the events through cause and effect.
- 11) Use of time conjunctions, for example when, as, to, etc.
- 12) Use of technical terms or word chains about a subject.³⁹

³⁸ *Ibid.*

³⁹ *Ibid.*

3. Example of explanation text

Global Warming

As we know now, global warming is happening right now has a very big impact on natural conditions, animals and humans. Well, do you know how global warming which has a particularly serious impact on life? To know the process of how the phenomenon occurs, see the following explanation.

The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on.

Solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the earth become hotter. The greenhouse effect also causes the sunlight which is reflected back onto space is reflected back into the earth. This phenomenon causes the earth continuously getting hotter. This condition is known as global warming.⁴⁰

I. Morpheme

Morpheme includes in the study of morphology. It is the foundation of forming words. Morpheme is the smallest unit of the word which has meaning.⁴¹ It means that morpheme is the study of how the word formed including rebuild new word that has new meaning. The study of morpheme is important because it is a foundation of words.

Morpheme is necessary in making the correct sentence so it is very important to learn by the learners in order to master the language skills. Morpheme is an important aspect in a language and word formation

⁴⁰ Internet Source from www.dinus.ac.id/docs/ajar/explanation-text/pdf

⁴¹ Fromkin V., Rodman R., Hyams N., Collins P., Amberher M., and Cox F, *An Introduction to Language*, (Australia: Cengage Learning Australia Pty Limited), 2012,p.68

because it makes the word become meaningful and rich of meaning.⁴² It is clear that morpheme is needed to be learn because it is about the words formation and changing meaning of those words.

Learners can add some morphemes into a word, below the example of adding morphemes:

One morpheme	Desire
Two morpheme	Desire + able
Three morpheme	Desire + able + ity
Four morpheme	Un + desire + able + ity
Five morpheme	Anti + dis + establish + ment + ari + an + ism ⁴³

Figure 2: The Example of Adding Morphemes

Morpheme is divided into two kinds, namely free morpheme and bound morpheme. Free morphemes are the morphemes that can stand independently. It occurs because they have specific meaning. The example of free morpheme are: girl, cat, boy, pretty, love, text, book, etc. These words can constitute words by themselves. Bound morpheme is the morpheme that cannot stand alone, so that it must be attached to free morpheme in order to have clear meaning. The example of bound morpheme are: in, inter, anti, dis, un, re, mis, pre, are, al, er, en, ness, ing, less, ly, able, etc. These words are never words by themselves but are

⁴² *Ibid.*

⁴³ *Ibid.*

always become part of words.⁴⁴ It can be concluded that there are two kinds of morpheme namely free and bound morpheme. Free morpheme is the morpheme that can stand alone and has meaning but bound morpheme cannot stand alone and has no meaning if it does not attached to the free morpheme.

The bound morpheme is divided into two categories namely derivational morpheme and inflectional morpheme. Derivational morpheme is about making new words and often making new part of speech and new meaning. While inflectional morpheme is used to sign the singular and plural words, tenses, person and possessive word.⁴⁵ In this research, the researcher focuses on analysis of derivational morpheme.

J. Derivational Morpheme

Derivational morpheme is a type of bound morpheme which generate or create new words by either changing the class of word or forming new words.⁴⁶ It means that derivational morpheme is including in the type of bound morpheme. It is the process of constructing new word and making new meaning of those words.

⁴⁴ *Ibid.*

⁴⁵ Plag I, *Word-Formation in English*, (New York: Cambridge University Press, 2002), p.51

⁴⁶ Harrison A, *English Morphology*, (Nigeria: National Open University of Nigeria, 2010), p.11

Haman *et al* added that derivation are words derived from one stem or base word by attaching to the prefixes, and suffixes.⁴⁷ It means that derivation is the reconstructed of word by adding an additional word in the beginning (prefix), or in the ending (suffix) of base word.

The following figure is the list of compilations of prefixes and suffixes:

Prefixes		Suffixes			
a-, bi-	in-	-able	-or, -er	-ist	-ment
ante-, anti-	il-	-age	-esque	-ive	-ness
auto-	ir-	-al	-ful	-ize	-ology
co-	mega-	-an	-hood	-less	-ous
contra-	micro-	-ian	-ise	-ly	-proof
de-	mini-	-ance	-ish	-en	-ship
eco-	mis-	-ence	-wise	-ify	-ward
ex-, neo-	omni-	-ancy	-y	-ory	-ism
mono-, multi-	poly-	-ation	-atte,-ette	-let	-ess
non-	pre-	-ion	-ate	-ine	-ie
de-	post-	-ed	-hood	-ian	
dis-	pro-		-let		
extra-	re-				

⁴⁷ Haman E., Zevenbergen A., Andrus M., Chmielewska M, *Coining Compounds and Derivation-a Crosslinguistic Elicitation Study of Word-Formation Abilities of Preschool Children and Adults in Polish and English*, Polish Psychological Bulletin, Vol.40 No.4, 2009,p.176-192

hyper-	semi-				
im-	sub-				
inter-	tele-				
intra-	un-				

Figure 3: The List of Prefixes and Suffixes⁴⁸

Meanwhile, Yule states that derivational morpheme is used to make new words in the language and are often used to make words of a different grammatical category from the root.⁴⁹ It means that the process of derivation can preserve and change the grammatical class of word or part of speech to make new meaning from the basic word.

K. Kind of Derivational Morpheme

Fromkin et,al in Salsabila mentioned that there are ten kinds of derivation namely verb to noun derivation, noun to adjective derivation, adjective to adverb derivation, noun to verb derivation, adjective to noun derivation, verb to adjective derivation, noun to noun derivation, verb to verb derivation, adjective to adjective derivation, and adjective to verb derivation. Thus can be explained as follows:

1. Noun to noun derivation

The rule of noun to noun derivation is prefix + base noun = new noun.

In this case, prefix attached to nouns that become new nouns and new

⁴⁸ *Ibid.*

⁴⁹ Yule G, *The Study of Language*, (Cambridge: Cambridge University Press, 2006), p.63

meaning without changing the part of speech. This prefix are *in-*, *dis-*, and *inter-*. The example are as follows:

Prefix	Base word	Derived word	Meaning
in-	action	inaction	not active
dis-	advantage	disadvantage	unfavorable condition
anti-	body	antibody	opposed to
inter-	action	interaction	between or among

Figure 4: The Example of Noun to Noun Derivation

2. Verb to verb derivation

This kind of derivation also changes the words meaning. The rule of verb to verb derivation is prefix attaches to verb base producing new meaning. These prefix are *re-*, *dis-*, *mis-*, *pre-*, and *inter-*. The produced new words is composed of two morphemes prefix (*un-*, *re-*, *dis-*, *mis-*, *pre-*, and *inter-*,) and verb base example is the word disagree, it consists of prefix *dis-* and agree as a root. Below are the examples of verb to verb derivation:

Prefix	Base word	Derived word	Meaning
un-	do, cover	undo, uncover	to do the opposite
dis-	agree	disagree	not agree
mis-	understand	misunderstand	wrong understanding
pre-	select	preselect	before selecting
inter-	connect	interconnect	between or among

Figure 5: The Example of Verb to Verb Derivation

3. Adjective to adjective derivation

This kind of derivation also changes the word meaning. The rule of adjective to adjective derivation is prefix attaches to adjective base producing new meaning. These prefix are *un-*, *in-*, *dis-*, *a-*, *il-*, *ir-*, and *inter-*. The produced words is composed of two morphemes such as *unbelievable*, it consists of prefix *un-* and *believable* as the adjective root.

Prefix	Base word	Derived word	Meaning
un-	acceptable	unacceptable	to do the opposite of
in-	accurate	inaccurate	to do the opposite of
	honest	dishonest	to do the opposite of
	moral	amoral	not or without
dis-	national	international	between or among
	legal	illegal	the opposite of
a-			
inter-			
il-			

Figure 6: The Example of Adjective to Adjective Derivation

4. Noun to adjective derivation

It is the same as other suffix because it changes the words meaning and part of speech. The rule of noun to adjective derivation is to attach suffix in root, such as *power* as root + *ful* as derived word = *powerful*.

The example are as follows:

Prefix	Base word	Derived word	Meaning
-ish	child	childish	typical or similar to
	danger	dangerous	having that quality
-ous	America	American	belonging somewhere
	picture	picturesque	like or in the style of
	health	healthful	having a particular

-an	alcohol	alcoholic	quality containing something
-esque			
-ful			
-ic			

Figure 6: The Example of Noun to Adjective Derivation

5. Verb to noun derivation

It is a bit different from prefix because most of suffix change the word meaning and part of speech. The base word changes to derived word are indicated by the two aspects previously. The rule of verb to noun derivation is to attach suffix in root, such as *educate* as root + *ion* as derived word = *education*. The example are as follows:

Prefix	Base word	Derived word	Meaning
-al	refuse	refusal	relating to an action
-ance	perform	performance	the process of an action
	explain	explanation	
	confer	conference	
-ation	sing	singer	the person (singing)
	conform	conformist	person with particular activity
-ence			
	predict	prediction	the result of..
-er	develop	development	the action or process of..
-ist	free	freedom	the condition
-ion			
-ment			
-dom			

Figure 7: The Example of Verb to Noun Derivation

6. Adjective to adverb derivation

The other derivation is to describe the way that something is done and that suffix is *-ly*. This derivation also has the same rule with other suffixes derivation. The suffix attaches to adjective becoming adverb and it changes the words meaning and part of speech.

Prefix	Base word	Derived word	Meaning
-ly	beautiful	beautifully	describing the way something done
-ly	slow	slowly	-
-ly	diligent	diligently	-

Figure 8: The Example of Adjective to Adverb Derivation

7. Noun to verb derivation

The noun to verb derivation has the same rule as the other suffixes where suffix attaches to the base word, such as *fool* as base word, *-ish* as derived word = *foolish*. Below the other examples of noun to verb derivation:

Prefix	Base word	Derived word	Meaning
-ise/-ize	moral	moralize	to cause
-ate	vaccine	vaccinate	to prevent
-ish	brand	brandish	like
-ish	haste	hasten	to make something new
-en	beauty	beautify	to become
-ify			

Figure 9: The Example of Noun to Verb Derivation

8. Adjective to noun derivation

This kind of derivation might be found easily in vocabulary and it is commonly used in sentence. It also has the same rule as the other derivation, for example *beautiful* (base word) + *-ness* = *beautiffulness*. The rule might be applied to the other suffixes such as *-ness*, *-ity*, *-ism*, *-ion*, and *-ify*. The examples are as follows:

Prefix	Base word	Derived word	Meaning
-ness	happy	happiness	the quality
-ity	specific	specificity	state or quality
-ism	feudal	feudalism	ways of behaving
-ion	abstract	abstraction	the process of the action

Figure 10: The Example of Adjective to Noun Derivation

9. Verb to adjective derivation

This kind of derivation is also very important in forming new vocabularies. The concept of the word formation is the suffix *-able*, *-ive*, *-ory*, *-y* attached to verb base becoming new adjective for example *admire* (base word) + *-able* = *admirable* (derived adjective). The examples are as follows:

Prefix	Base word	Derived word	Meaning
-able	read	readable	able to be
-ive	create	creative	having a particular quality
-y	rain	rainy	having a lot something

Figure 11: The Example of Verb to Adjective Derivation

10. Noun to noun derivation

This kind of derivation is also very important in forming new vocabularies but it only changes the meaning without changing part of speech. The rule of this derivation is the suffix *-ship* and *-ity* attached to base noun becoming new noun, for example *lord* (base word) = *-ship* = *lordship* (derived). The examples are as follows:

Prefix	Base word	Derived word	Meaning
-ship	friend	friendship	involvement between people
	human	humanity	state or quality
	book	booklet	small
-ity	princes	princess	female
	mother	motherhood	being particular thing
-let	economy	economist	the person
	history	historian	belonging
-ess			
-hood			
-ist			
-ian			

Figure 12: The Example of Noun to Noun Derivation

11. Adjective to verb derivation

The last kind of derivation is the adjective forming new verb. It also changes both the meaning and class of part of speech, for example *central* (base adjective) + *-ize* = *centralize* (derived verb). The suffixes of this derivation are *-en* and *-ize*. They have similar meaning of derived word, namely to make something become.⁵⁰

⁵⁰ Fromkin V., Rodman R., Hyams N., Collins P., Amberher M., and Cox F, *Op,Cit*, 2012, p.21-26

Prefix	Base word	Derived word	Meaning
-en	sweet	sweeten	to make something become
-ize	modern	modernize	to cause or to become

Figure 13: The Example of Adjective to Verb Derivation



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